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ABSTRACT

The draft Plan of Action for Early Childhood Education and Development (ECED) was prepared for consideration by country delegates and other participants at the 1997 Second Caribbean Conference on Early Childhood Education. The plan provides a framework for consideration of the issues involved in constructing a country policy and program for ECED. The plan also suggests timetables for planning in three phases: (1) organizational tasks and planning processes; (2) introduction of new service models and staff training; and (3) process of systematizing services and ensuring their sustainability. The plan is organized in a tabular fashion according to major issue, and delineates the current situation, constraints and opportunities, goals/targets, strategies/actions, and the responsible agent for the following elements of the plan: (1) legislate for services to children from birth to school entry, within national legislation for child as legal entity; (2) entitle the child from birth to school entry living in poverty to targeted resources; (3) ground public and parenting education in local cultures; (4) educate for parenthood before adulthood; (5) support the parent and the child in the year after a child's birth; (6) develop the child within the family in the years before preschool; (7) promote the child's learning and development in community preschool settings; (8) implement integrated approaches for ECED for children from birth to school entry; (9) designate budget allocation for ECED services and plan investment; and (10) improve quality in monitoring, evaluation, and training support in ECED. (KB)

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ED 417 856

Plan of Action for Early Childhood Education and Development (ECED) in Caribbean Countries

Introduction to the Draft Plan of Action

The attached Draft has been prepared for consideration by country delegates and other participants at the Second Caribbean Conference on Early Childhood Education, 1-5 April 1997 in Bridgetown, Barbados.

The purpose of the Draft

The Draft is a working document providing a framework for consideration of the issues involved in constructing a country policy and programme for ECED. As such, its value is as a tool for considering the basis on which a country may decide to take action in ECED, the possible goals, strategies and actions that could be undertaken, and the division of responsibilities and supports anticipated. It is designed to give practical suggestions as to 'routes' to follow, drawing from the experience of developing and developed countries.

Process of revision and feedback

It is expected that this Draft will be revised according to individual country priorities and levels of ECED development. In giving it collective consideration with other country delegates at the conference, it is also expected that there will be feedback on the appropriateness of any joint or regional activities that would impact positively on ECED.

Consideration of phases of development and timescales

The draft also suggests timescales for planning in three distinct phases: the first phase anticipates the need for a number of organisational tasks and the development of planning processes; the second phase is concerned with the improvement of services, the introduction of new service models and staff training; and the third phase is concerned with the process of systematising services, and ensuring their sustainability through monitoring,support and evaluation, and the training systems established. The length of time each phase takes will depend on how much activity in that phase a country undertakes to do.

Useful supporting papers

This Draft Plan of Action should be read in conjunction with other papers prepared for the conference, and in particular the paper entitled Why do children of the Caribbean need programmes of Early Childhood Education and Development? which provides the rationale for the development of ECED in the region.

Prepared by Sian Williams, Caribbean Child Development Centre, University of the West Indies, Mona, Kingston 7, Jamaica
for UNICEF Caribbean Area Office, Bridgtown, Barbados. March 1997

PS 026431

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1. LEGISLATE for services to children from birth to school entry, within national legislation for child as a legal entity

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl.)
Legislative framework for services to children birth to school entry	CS: Lack of child legal status definition and coordinated /distilled legislative framework within which to devise policy and enforcement procedures. C: Fragmentation of child issues in range of laws frustrates national capacity to ensure child protection and to make coordinated and effective interventions in policy and practice to promote child well being from birth. O: CRC goals, Santiago Accord and Belize Commitment empower Governments to legislate for child from birth and to: • define the child as a legal entity • promote the wellbeing of the child • establish interdisciplinary and interagency collaboration in the interests of the child • ensure that the wishes, rights and interests of the child are ascertained in decision making • safeguard and protect the interests of the child • define parental responsibility in relation to the needs and interests of the child • define the role of the State in relation to the needs and interests of the child	DRAFT legislation for the legal status of the child in line with the Convention on the Rights of the Child: A Children Act CONSTRUCT local process for implementation of legislative requirements and enforcement procedures	ESTABLISH interministerial development of policy and direction in services for the child from birth to school entry to contribute to the legislative frame *(phase 1)* LEAD national consultation on proposed legal frame and ECED service development within it *(phase 1)* DEVISE guidance for local authorities and implementing agencies *(phase 2)*	Government, with external support for development of regional frame Government, with technical assistance as needed Government. All national sectors to participate in process of maximising response (Private, NGO, CBO, agencies in Health, Social Services and Education)

1. **(continued)**

LEGISLATE for services to children from birth to school entry, within national legislation for child as a legal entity

ISSUE	BASIS FOR ACTION		RECOMMENDED ACTION	
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
	O: (continued) • devise a partnership between the parent and the State to promote and protect the needs and interests of the child • develop comprehensive and coordinated facilities and services in cooperation and in conjunction with voluntary and private sectors for the care and development of the child from birth to school entry • establish a Child Protection Register and organised institutional system for the treatment and management of child abuse • establish legislative links with other laws affecting the capacity of the parent and the State to promote the well being, and safeguard the interests, of the child (including employment legislation, and legislation affecting the status of women)		ESTABLISH timetable for phased implementation of legislative requirements, commencing with priorities for children in need and the proposed "route" to universalisation of ECED services *(phase 2)* SYSTEMATISE statutory review mechanisms for enforcement *(phase 3)*	Government, with technical assistance as requested

2. ENTITLE the child from birth to school entry living in poverty to targeted resources

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Planning capacity for social and human development in support of the child from birth to school entry living in poverty	CS: conditions of poverty which overwhelm both the capacities of social institutions and those of individuals to construct routes out, and frustrate attempts to find sustainable models and solutions for young children			
	C: existing planning capacity may not identify geographical 'maps' of greatest need (particularly where affected by fear of violence) and within areas identified, specifically:	DRAW a country poverty map to include data and indicators on young children		Government, with technical assistance as needed
	• young children in need of support • parents of young children in need of individual and social support, training and work opportunities • potential for social organisation to construct services and support for young children • existing social institutions best positioned to take ECED initiatives forward (CBOs, NGOs, churches) • health and income indicators		IDENTIFY indicators of impact of poverty on child *(phase 1)*, and CONSTRUCT within a social monitoring system a process of data assembly from poverty indicators affecting young child *(phase 1)*	Government, with technical assistance as needed
	O: Government policies in poverty eradication, and goals of UN commitments (which converge in relation to women and children in poverty) create a climate for investment by donor agencies and IFIs in partnership with governments and national private sector interests on specific programmes for children from birth to school entry		CONTINUE planning in support of young child in selected priority areas *(phase 1)* and INITIATE planning for targeted areas on poverty map, generating collaborative alliances as needed *(phase 2)*	Government in collaboration with NGOs, and CBOs, with donor, IFI, and private sector support

2. (continued)

ENTITLE the child from birth to school entry living in poverty to targeted resources

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
		DEVISE data systems to support planning for the young child in poverty within the overall planning for social and human development		Government with set up support from IFI sources
			IMPLEMENT data collection and analysis on systematic basis on status of young child in poverty (*phase 2*) and MAINTAIN system on ongoing basis to lead programme planning (*phase 3*)	Government with support to end of *phase 2* if needed from donor sources
Investment in community infrastructure in support of the child from birth to school entry living in poverty	CS: access to safe water and the provision of safe shelter are basic necessities for newborn babies and very young children; also, support for community childcare solutions to assist ECED are essential for young children in pre school years. Coverage in poor areas is patchy, insecure and inequitable. C/O: as above	DELIVER safe water and shelter for families with very young children in poor areas.		Government
			TARGET priority areas for intervention to provide safe water and shelter for very young children (*phase 1*) and ESTABLISH programme of intervention in areas identified on poverty map (*phase 2*)	Government with private sector and housing trusts in programme of cooperation in planning and construction

2. **(continued)**

ENTITLE the child from birth to school entry living in poverty to targeted resources

ISSUE	BASIS FOR ACTION			RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS)	(C)	(O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
					SUSTAIN improvements through monitoring repair and maintenance programme (*phase 3*)	Government
				DEVELOP community infrastructures for ECED services	GENERATE interest and demand in a few priority areas for pilot interventions in ECED services (*phase 1*) and BUILD ON existing community infrastructures where they exist and/or IDENTIFY LEADERSHIP potential to create infrastructures needed for ECED service delivery (*phase 2*)	Government with NGOs and CBOs, and seeking private sector or social investment programme support to fund ECED services established
					FORM community networks and organisations to sustain community solutions to childcare needs, and IMPLEMENT programme of support to ECED programme delivery (*phase 3*)	Government, with NGOs and CBOs with ongoing investment support

3. GROUND public and parenting education, in local cultures

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
Sensitisation of policy makers to specific conditions in which children from birth to school age are raised	CS: incomplete pictures/understandings may exist amongst policy makers of conditions in which children are born and raised, including: • explanations for early parenthood in teenage years • rationale for differential raising of boys and girls • effects of child shifting patterns • appreciation of value of child care supports such as parent support groups and day care • understanding of beneficial parenting practices, particularly those which encourage the child's development, self expression and capacities for conflict resolution C: contradictions and confusions are shaping children's lives. Education alone cannot bring change without social, human and economic development interventions in support of life alternatives. Negative forces from wider economic and social spheres undermine parental authority, and erode basis for beneficial child rearing. O: regional and national research findings, growth of local media broadcasting, long established tradition of radio listening, availability of regional practice examples and participatory planning expertise can all assist country based innovations.	DESIGNATE lead agency for taking forward sensitisation role	IDENTIFY potential in governmental OR NGO sector for leading the ECED sensitisation process (*phase 1)* CREATE advocacy tools with rationale for ECED embedded in local conditions, with practice examples (*phase 1)* IMPLEMENT programme of sensitisation of policy makers across all sectors (*phase 2)* ESTABLISH structure for ongoing advice and advocacy to government for ECED policy and programme development (*phase 3)*	Government Government or delegated to NGO Lead agency with others in a "Task Force" framework Lead agency to ensure participation of private sector and churches, with governmental, donor and NGO policy makers and research assistance

3. **(continued)**

GROUND public and parenting education, in local cultures

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Identification of key areas for public and parent education in ECED	CS, C and O: (as above)	CREATE an informed public through a concerted campaign strategy at all levels for ECED programmes		Government
			ESTABLISH high profile leadership for public education in ECED *(phase 1)*	Government, or delegated to NGO or specialist statutory agency
			ARTICULATE value of ECED programmes in local contexts to motivate demand *(phase 2)*	
			TARGET provision of parenting support materials and initiation of support groups for families, and PROMOTE attractive activities and alternative role models for young males in support of ECED *(phase 2)*	Lead agency
			EVALUATE successful strategies and plan future activity *(phase 3)*	Government, with lead agency

3. (continued)

GROUND public and parenting education, in local cultures

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
Development of a responsive and responsible media sensitised to the goals for young children	CS, C and O (as above)	OPEN dialogue with the media on their role in nation building starting with children from birth to school entry	DEVELOP standards in print and broadcasting media which reflect ECED policy *(phase 2)*	Government and media with ECED groups
			PROMOTE the rights and interests of young children in dedicated programme content *(phase 2)*	Media,with UNICEF and ECED groups
			PROVIDE clear guidance to parents on anticipated impact of adult content, particularly violence,on young children *(phase 2)*	Government, media, and ECED groups with research assistance

4. EDUCATE for parenthood before adulthood

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Coordination of support to agencies providing parenting education and education in early child development	CS: parenting education and learning about child development appear not to be accessible at a young enough age to affect behaviour. C: apparent reluctance to commence parenting education in primary schools despite widespread concern with immaturity of and lack of support for young adolescent parents O: experience of "child to child" learning techniques serves as a potential model for encouraging sibling responsibility and early learning about child development.	DISSEMINATE critical parenting and ECED knowledge to impact on behaviour of young persons	IDENTIFY popular education methodologies for use with school age children in formal and informal settings *(phase 1)* DEVISE persuasive and cost effective programmes to be piloted in a range of schools and youth settings *(phase 2)* EVALUATE effectiveness of impact of strategy and INCORPORATE learning methodologies into school development planning and community development programmes *(phase 3)*	Government, Min. Health/ Education or delegated to NGO or specialist lead agency

5. SUPPORT the parent and the child in the year after a child's birth

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Extension of time recommended for breastfeeding to 6 months	CS: babies are not obtaining the full value of micronutrients in breastmilk over the period in which they would derive maximum benefit. Neither mother nor baby are being supported in process to develop interaction which stimulates brain, language, social and emotional development in the child. C: negative climate because of social and and economic pressure on mother weakens public education strategies on the value of breastfeeding. Mothers cannot afford to listen. Inflexible working and leave arrangements prohibit change. Access to ECED information and services is patchy compared to access to child health O: access by policymakers to the information and research on critical need for early interventions, particularly to support children born in poverty, which demonstrate unequivocally the positive effect of interventions in the first year of life. Cost effective models of home visiting when combined with high quality child care support have proved to be effective in parent education programmes	PROMOTE awareness of value of breastfeeding for child and mother child relationship	CAMPAIGN consistently over a long period of time on the value of breastfeeding *(phase 1)* DEVELOP model of flexible working/leave/home tasks with one or two employers to test cost benefit to all parties *(phase 2)* CONSTRUCT joint support arrangements for leave and flexible working to enable opportunity to breastfeed for six months and ARRANGE flexible work patterns and partner leave policies during the child's first year *(phase 3)*	Government, or delegated to lead agency Lead agency Government, with private and public sectors Government, with private and public sectors

5. **(continued)**

SUPPORT the parent and the child in the year after a child's birth

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
Accessibility of ECED knowledge to parents	CS, C and O (as above)	BUILD ON existing delivery of child health services to families to incorporate ECED		Government, Min. Health
			REFOCUS existing child health services to provide ECED advice and practical parenting education *(phase 1)*	Government, Min. Health with support from ECED practitioners
			IDENTIFY parents of new borns in poverty in need of health and ECED support and knowledge *(phase 2)*	Government, Min. Health
			SELECT home visiting teams from child health staff to pilot an integrated child development and parenting education approach in a few priority communities *(phase 2)*	Min. Health with NGOs and CBOs in areas selected
			EVALUATE impact on child development in areas selected and PHASE IN a wider programme with administrative capacity in place *(phase 3)*	Min. Health, with agencies and ECED practitioners involved

6. DEVELOP the child within the family in the years before preschool

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/Targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
Strengthening outreach and scope of child health and development programmes with parent education	CS: difficulty in sustaining coverage of child health services after first year of child's life and before child 're-emerges' in pre or primary school. Children whose parent(s) are in day care of variable quality, and those at home in poor socio economic conditions may be at risk of developmental delay C: development of formal programmes in child care centres and professional interventions are expensive, and not always effective or used to capacity if not explicitly requested by parents and established in harmony with cultural expectations and family needs O: development of informal models of parent education combined with community early childhood centres, flexible access arrangements and active parent participation can be more effective than formal service delivery. Programmes which combine education and care services as a minimum requirement have a greater chance of achieving quality and effectiveness for development of poorest children	IMPROVE access to existing ECED services through informed parental participation DEVELOP networks of support amongst parents in poorest conditions	GENERATE links between parents and existing ECED services *(phase 1)* SUPPORT quality improvement activities by monitoring and advising on service delivery *(phase 2)* EQUIP parents with complementary materials for home based support of child development *(phase 2)* TARGET parents in need and ASSIST development of support groups to share experiences, generate ideas and activities, build self esteem and prepare children for pre school *(phase 1)* DEVELOP understanding amongst parents of their role as educators *(phase 2)*	Community based ECED services in NGOs, and CBOs with support from designated government department(s) NGOs, CBOs churches, community agencies

6. (continued)

DEVELOP the child within the family in the years before preschool

ISSUE	BASIS FOR ACTION			RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS)	(C)	(O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
					ADDRESS the processes of gender socialisation in the family and community, and devise appropriate materials and interventions to assist parents to make progress towards equity *(Phase 2)*	NGOs and CBOs with ECED research assistance
					ESTABLISH network of parent volunteers for training in key areas of child development and parenting education (beneficial nutrition ' menus', psychosocial development, language and stimulation) to SUSTAIN the support networks *(phase 3)*	Min. Health, in support of NGOs and CBOs and other community agencies
Availability of early childhood centres	CS, C and O (as above)			PROGRAMME the development of early childhood centres		Government
					IDENTIFY high quality child care centres in operation (in day care or alternatives) and determine local elements which produce the high quality *(phase 1)*	Delegate to NGO or specialist lead agency

6. (continued)

DEVELOP the child within the family in the years before preschool

ISSUE	BASIS FOR ACTION			RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS)	(C)	(O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
					DEVELOP cost effective early childhood centre models to sustain high quality, adapted adapted to the needs of a few poorest communities *(phase 2)*	As delegated
					EVALUATE effectiveness of models, and its flexibility to local conditions *(phase 2)*	Government, and lead agency as delegated.
					TAKE INCREMENTAL approach to phasing in improvements or new centres, starting with poor areas, and ensuring administrative capacity is in place for process of licensing and registration *(phase 2)*	Government, lead Ministries with donor and private sector assistance
					PLAN development of centres on a universal basis for those in need (prioritising children with disabilities and children of working parent(s) on low incomes) *(phase 3)*	Government, lead Ministries with donor and private sector assistance

7. PROMOTE the child's learning and development in community pre school settings

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Focus by service providers on how young children learn	CS: effectiveness of provision as measured by developmental outcomes for individual children on school entry is a major concern across the region. Concern with the quality of what is provided indicates variable understandings of how children learn best and how service providers can create the necessary conditions for achievement C: existing programmes have responded to the need for high coverage at the expense of quality, responding to socio economic pressures on families with young children. Lack of material resources, consistent ongoing human resource development and coherent ECED policy frameworks have not assisted innovation or quality. O: regional picture reflects the worldwide one. Research and practice examples provide clarity on the way forward: ECED programmes need to start where the child is (culture and context), promote continuity with prior learning, ensure active participation of parent(s) as primary educator(s), prioritise language, thought and psychosocial development, and assist the child's learning continuum into formal schooling	PROVIDE clear pedagogical guidance for quality in pre school settings	IDENTIFY practitioners in ECED and provide them with technical assistance to produce country based pedagogical guidelines *(phase 1)* ASSIST service providers to hold Quality Workshops with parents to produce Quality Indicators for ECED services *(phase 2)* ESTABLISH high quality in service training for competencies and accreditation for ECED service providers *(phase 2)* INSTITUTE lay inspection and advisory support teams to provide feedback to service providers and government on all aspects of development towards quality *(phase 3)*	Government, (lead Ministry) with university, and teacher college involvement

7. **(continued)**

PROMOTE the child's learning and development in community pre school settings

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
Sustaining and extending curricula reform to embrace child focused methodologies practice	CS, C and O (as above)	SUPPORT process of developing child centred curricula with practical support tools	CONSULT with practitioners as to the obstacles in physical structures, training, support, or material resources to the implementing of child centred methodologies *(phase 1)* DEFINE principles of child initiated learning in terms of child to child and child to adult interaction, and the programme implications of implementation *(phase 1)* DEVISE strategy for curriculum development based on outcome of consultation, and early learning principles *(phase 1)* INTEGRATE psychosocial aspects in the development of instructional materials and resources *(phase 2)*	Government, Ministry of Education and ECED specialist support

7. **(continued)**

PROMOTE the child's learning and development in community pre school settings

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Organisation and structures in pre school settings	CS, C and O: (as above)	REFOCUS pre school settings to be developmentally and culturally appropriate	AUDIT needs of pre school settings for physical changes to provide flexible 'spaces' for child centred learning*(phase 1)*	Government, Ministry of Education and ECED specialist support
			INITIATE informed programme of equipment construction, include outdoor and indoor equipment *(phase 1)*	Involve NGOs and CBOs and providers
			PROMOTE learning atmospheres allowing children flexible and varied use of activities, to learn at their own pace and make their own choices *(phase 2)*	
			PROVIDE opportunities for children to learn social responsibility through problem solving and negotiated rules. *(phase 2)*	
			ENSURE staff-child ratios support child development *(phase 2)*	

7. **(continued)**

PROMOTE the child's learning and development in community pre school settings

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Forging practical partnerships with parents pre school	CS, C and O: (as above)	ESTABLISH principle of equitable partnership between ECED providers, parents and communities	RECOGNISE economic and time constraints in parents' lives in making practical arrangements for home-school communication *(phase 1)* CONSTRUCT effective communication processes in consultation with parents individually and collectively *(phase 1)* LEAD development of home based learning activities to complement those used at preschool *(phase 2)* REVIEW development of each child with the parent(s) and devise joint plans for future programmes for the child which reflect family needs and expectations *(phase 2)*	Government, Ministry of Education and ECED providers

8. IMPLEMENT Integrated approaches for ECED for children from birth to school entry

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Need for the parent to integrate services and supports for the benefit of the young child	CS: parent access to information and advice is variable. Need for clarity and equity in resource distribution, and explicit political position for targetting the poorest children in the first instance.	COORDINATE provision of supports and services at the level of the family of the young child	COMPILE information, including knowledge and access to services, on a local community basis in directory form, and for radio purposes *(phase 1)*	Government, as delegated to local agencies with ECED practitioner input
			CLARIFY child access arrangements, by setting system for priority allocations and subsidies for the poorest *(phase 2)*	Government, delegated to local authority
Interpretation of integrated approaches at local and national levels	CS: different approaches include cooperation between agencies and government, coordination of services and supports at local level, and convergence of responsibilities under single management. Practical experience has demonstrated the power and effectiveness of integration within a single ministry where there is designated (additional) capacity and strong political support. In the absence of these elements, cooperation has proved to be slower but less challenging to existing order. Important for integration at community level to combine the coordination strategy with the devolution of decisionmaking power to generate community participation	DESIGN an approach to integration of ECED services appropriate to local conditions		Government, with technical assistance as needed
			CONSULT with all sectors (private, governmental, NGO) on draft options for an integrated approach, including implementation implications *(phase 1)*	Government leads consultation process
			DECIDE on integration approach and establish programme for phased implementation *(phase 2)*	

8. **(continued)**

IMPLEMENT Integrated approaches for ECED for children from birth to school entry

ISSUE	BASIS FOR ACTION			RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS)	(C)	(O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
					PRIORITISE capacity building, management structures, planning and monitoring, and STREAMLINE centralised government functions in support of ECED *(phase 1)*	
					IDENTIFY all the elements of an integrated approach to training, service development and improvements in quality and establish programme of work *(phase 2)*	
					CONSTRUCT a programme for investment in service quality, expansion of coverage, systemisation of planning (policy development, monitoring and evaluation) and sustainability *(phase 3)*	
					RATIONALISE pre and primary school sectors to enable smooth transitions for children between environments *(phase 3)*	

9. DESIGNATE budget allocation for ECED services and plan investment

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat.Reg.Intl)
Identification of costs and sources of financing	CS: ECED budget allocations do not reflect enrolment rates and do not provide per capita comparisons with primary schooling. State sector services are grossly under-funded in comparison with private sector services, and depend on higher rates of parental subsidy than other phases in education. Research has demonstrated that investment in ECED impacts positively on under occupancy of school places in late primary and secondary phases, and expensive programmes of remediation alleviation and incarceration C: a thorough review of priorities for budget allocations appears prohibitive but is necessary for streamlining funding machinery, establishing equity principles, and eliminating waste. A close examination of the integration approach adopted will necessitate a number of budgets to be reviewed in order to avoid duplication and maximise joint resources. Budget review is an essential prerequisite for establishing areas that require external investment. O: availability of cost benefit analyses of ECED provision, investment in ECED interventions which yield net gain for reinvestment, and substantial interest in policy of donors and IFIs	CONSTRUCT an ECED budget review position statement with investment objectives	OVERHAUL budget allocations for ECED and place on an equitable basis with other education allocations, identifying areas and targets for investment in collaboration with other ECED providers *(phase 1)* INITIATE joint financial planning with private sector, donors and IFIs *(phase 1)* EVALUATE cost effectiveness of ECED models being piloted in areas of priority need *(phase 2)* ESTIMATE costs of improving ECED services (including pay, staff-child ratios, and harmonisation) and expanding coverage *(phase 3)*	Government, with relevant Ministries collaborate with other ECED providers collaborate with potential funders

10. IMPROVE quality in monitoring, evaluation and training support in ECED

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Centralisation of monitoring of integrated ECED services and de-centralisation of service functions	CS: critical for planning and targeting services, monitoring and evaluation, decision making and policy construction is government capacity to collect data and to analyse it. Data collection systems are patchy and useful analysis is negatively affected by incomplete data, insufficient indicators from poor areas, and difficulties associated with deriving meanings from process outcomes. C: technical expertise, advice on concise selection of indicators and expense in setting up system and ongoing labour costs in assembling qualitative as well as quantitative data O: capacity to monitor and evaluate is an essential prerequisite for providing a basis on which to develop ECED services with external funding support	EXTEND central monitoring and data collection system on young child and ECED services	IDENTIFY essential indicators for data collection on status of young children and their learning environments and ESTABLISH system to assess and evaluate effectiveness and quality in early childhood settings with special attention to transition *(Phase 1)* ENSURE that record keeping systems in ECED provisions inform central planning and policy development *(Phase 2)* DEVELOP and sustain capacity of policy 'think tank' to influence decision making and make data available to inform research and practice needs. *(Phase 3)*	Government, with technical assistance

10. **(continued)**

IMPROVE quality in monitoring, evaluation and training support in ECED

ISSUE	BASIS FOR ACTION	RECOMMENDED ACTION		
	Current situation, Constraints/Opportunities (CS) (C) (O)	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)
Strengthening training in and support to ECED services	CS: training tends to be fragmented rather than integrated, reinforcing division between caregivers and teachers, and leading to different career paths and accreditation processes and financial outcomes C: cost of comprehensive pre training to professional level is prohibitive, and there is some resistance amongst professionals to the development and adaptation of in service models of training and competency assessment O: work based in service models of training and competency assessment, accreditation and certification, allow for considerable flexibility for individuals to pursue knowledge and skills at appropriate levels without undergoing expense of full time training. Competency training models now exist which reflect all stages of the process from the new poorly educated entrant to the professional equivalents of university or college trained graduates	INTEGRATE training based on vocational routes to qualifications, and on paths that can achieve teacher status	DESIGN integrated training model incorporating full age range with holistic aspects of children's needs and TARGET key workers in health and education sectors who need part-training in unfamiliar areas of ECED *(phase 1)* TARGET potential leaders for ECED management for higher professional education and management skills training *(phase 2)* DEVELOP integrated training materials which promote active research skills for developing cultural and community understandings*(phase 2)* CONSTRUCT training routes between parent education and ECED competencies to enhance employability of parents in ECED services *(phase 3)*	Government, or delegated to national training agency, with ECED specialist support

OBSERVATIONS MADE BY COUNTRIES	REVISED/ALTERNATIVE ACTION		
	Goals/targets	Strategies/Actions (and timing in *phases*)	Responsibility (Nat,Reg,Intl)